

Standard 8-5: The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

8-5.1 Summarize the political, economic, and social conditions in South Carolina following the end of Reconstruction, including the leadership of Wade Hampton and the so-called Bourbons or Redeemers, agricultural depression and struggling industrial development, the impact of the temperance and suffrage movements, the development of the 1895 constitution, and the evolution of race relations and Jim Crow laws. (H, P, E)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students summarized developments in industry and technology in South Carolina in the late nineteenth century and the twentieth century, including the rise of the textile industry, the expansion of the railroad, and the growth of the towns (3-5.1). They also summarized the effects of the state and local laws that are commonly known as Jim Crow laws on African Americans in particular and on South Carolinians as a whole (3-5.2).

In 5th grade, students compared the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the plantation system to sharecropping. (5-1.1) Students explained the purpose and motivations behind the rise of discriminatory laws and groups and their effect on the rights and opportunities of African Americans in different regions of the United States. (5-1.2)

In United States history, students will summarize developments in business and industry, including the ascent of new industries, the rise of corporations through monopolies and corporate mergers, the role of industrial leaders such as John D. Rockefeller and Andrew Carnegie, the influence of business ideologies, and the increasing availability of consumer goods and the rising standard of living (USHC-5.1). They will summarize the factors that influenced the economic growth of the United States and its emergence as an industrial power (USHC-5.2). Students will also explain the transformation of America from an agrarian to an industrial economy, including the effects of mechanized farming, the role of American farmers in facing economic problems, and the rise of the Populist movement (USHC-5.3).

It is essential for students to know:

After the election of 1876, Governor Wade Hampton and the so-called Bourbons or Redeemers had political authority as well as political power in South Carolina. The Conservative Democratic Party had “redeemed” South Carolina from the Republicans, as they had other southern states, by reminding them of the war recently lost and this helped the antebellum political elite regain control of the government. They took the name Bourbons from the French royal family restored to the throne after the French Revolution. As conservatives, they wanted to restore South Carolina’s government and society as nearly as possible to its condition before the war under the control of the elite and with limited taxes.

The postwar agricultural depression continued and the elite did nothing to help small farmers. Small farms worked by sharecroppers or tenant farmers had replaced the large plantations of the antebellum period because land owners could not afford to pay workers and African Americans preferred the independence of sharecropping. Cotton continued to dominate the South Carolina economy, but it did not bring prosperity. European buyers had found new sources of supply during the war years, lowering demand. In the postwar period, cotton prices fell steadily as supplies rose when more and more land was planted in cotton in an effort to make a profit. Instead of helping the destitute farmers, the

Bourbons passed a crop lien law that allowed creditors to have first claim on a farmer's crop. The crop lien system, thus, held farmers in continual debt.

Conservatives also did little to support South Carolina's struggling industrial development, being more interested in reviving the old South than in fostering the birth of the New South. South Carolina remained largely unaffected by the economic growth in the oil and steel businesses in the rest of the country in the postwar period. However, the textile industry that had begun prior to the Civil War eventually became very important to South Carolina (8-5.3). The production of cottonseed oil, phosphates for fertilizers and lumber all increased after Reconstruction due mainly to the states' ability to lure northern mills south by offering a source of cheap and non-union labor.

Although Governor Wade Hampton was willing to maintain the status quo established during Reconstruction on race relations and he recognized the rights of African Americans to vote and hold office, other members of the Democratic Party soon moved to disfranchise the African American voter. Taking advantage of the high rates of illiteracy among the impoverished former slaves, they adopted the Eight Box Law and the poll tax. Although these devices often also disfranchised poor whites, the Conservative elite was not concerned. The South Carolina legislature also adopted a plan by which Congressional districts were redrawn so that only one district had an African American majority. This gerrymandering limited the number of African Americans elected to the United States Congress.

The limitation of the right to vote for African Americans found a parallel in the general lack of interest in the women's suffrage movement in South Carolina. Few South Carolina women took a leading role in the **women's suffrage** movement. Those who did form organizations in support of suffrage were disappointed when in 1920 the state of South Carolina refused to ratify the 19th amendment to the United States Constitution that allowed women to vote.

"The impact of the temperance...movements, the development of the 1895 constitution, and the (continued) evolution of race relations and Jim Crow laws" should be taught along with 8-5.2 about the role of Ben Tillman.

It is not essential for students to know

Students do not need to know the names of the presidents of the United States during this time period. They do not need to know the role of Rockefeller or Carnegie in developing industries in other parts of the United States. Students do not need to know that the Conservative government spent as much money on educating African American children as they did on educating white children or their accomplishments in providing better health care. They do not need to know that Martin Gary was a principal person who opposed Wade Hampton's ideas on race relations or the name of the gerrymandering plan to create one black district – the Dibbles Plan. They do not need to know about the myth of the "lost cause" and the exaggerated claims of corruption against the Radical Republican government of the Reconstruction era were used to unite white South Carolinians and justify the Conservative government.

Assessment guidelines:

Appropriate assessments will require students to **summarize** political, economic and social conditions in South Carolina in the post Reconstruction era. Students should be able to **explain** the evolution of race relations under the Conservatives. Students should be able to **explain** the position of South Carolinians on the issue of women's suffrage.